

Inspection date

Previous inspection date

22/10/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Good relationships with parents help children to make good progress. This is because the childminder works hard to ensure there is a joint approach to children's learning and development to promote the importance of home learning.
- Children make good progress because the childminder completes comprehensive observations and assessment on them. This results in clear and targeted next steps being identified to promote their learning.
- Children's well-being and independence is very well supported. The childminder gives children's safety high priority. She displays a comprehensive understanding of her individual responsibility to protect children and keep them safe from harm.
- The childminder provides children with a wide range of interesting and challenging activities. As a result, children's learning is effectively promoted, which allows them take turns and enables them take a full and active part in their own learning.

It is not yet outstanding because

- The childminder does not use her garden as extensively as it could be to fully support children's outdoor learning experiences.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector spoke with the childminder and children at appropriate times throughout the inspection and made observations of children present.
- The inspector looked at children's assessment records and planning documentation.
- The inspector sampled a selection of policies, documentation and children's records.
- The inspector conducted a tour of the premises and viewed the equipment and resources available for children.

Inspector

Melissa Cox

Full Report

Information about the setting

The childminder registered in 2013. She lives with her partner and their school age daughter in Crowthorne, Berkshire. The childminder uses the whole of her home for childminding. A fully enclosed rear garden is available for outside play. The childminder makes use of local facilities such as, toddlers groups, libraries and parks. The childminder can take children to and collect them from local schools. The family have three cats and a rabbit. The childminder is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently six children on roll. The childminder provides overnight and weekend care.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop children's understanding of the world further, for example, by building on opportunities for children of all ages to engage in purposeful outdoor play.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The childminder has a strong understanding of the Early Year's Foundation Stage. She provides a varied range of challenging, stimulating and interesting activities resulting in children making good progress across all areas of learning. Children's starting points are obtained by the clear identification of what children can do following a baseline assessment and initial discussion with parents. This enables the childminder to highlight and address any developmental gaps. This helps the childminder to ensure that she documents children's progress well.

A sharp and effective approach to supporting children's communication and language means that they are becoming skilled talkers. The childminder constantly talks to children as they play as they build their vocabulary and learn the structures of language. The childminder skilfully reshapes tasks by asking open-ended questions to promote children's thinking and extend their learning and development. She cares for children who speak English as an additional language and ensures a main focus of her practice is to learn, use, recognise and value children's home languages within the setting. This is done through the key words she has learned and uses as children play, the displays of dual languages around the playroom and her engagement with parents. Consequently, children and their parents feel valued and respected within the setting.

Children's creativity is supported and promoted and they use their imagination well as they play with the small world figures. Children love to play with the dough and they choose their colours they want, talk about what they are making and use the tools, such as the rolling pin and cutters, with precise movements. This promotes their hand-eye coordination and imagination well. They delight in exploring the treasure basket that the childminder has carefully created for them. The childminder takes into account their current interests and they explore the sensory play items as such as rice and pasta. Children have good opportunities to play for extended periods of time and engage in uninterrupted play. This enables them to become deeply involved in activities and supports them to develop their own explorations. As a result, children develop their physical skill and hand and eye coordination well which are necessary for their future learning.

The childminder recognises that the children in her care are very active and enjoy and benefit from learning experiences in the outdoor play area. She provides daily access to the garden. Activities in this well-resourced play area enable children to be constructive, use their imaginations and develop their physical skills. However, there are fewer opportunities for children to learn about the natural world, in particular exploring change over time and seeing how things grow. Outings in the local community to childcare groups and parks further support the children to gain the skills required to prepare them for the next stage in their learning, for example, nursery and primary school.

The childminder works very closely with parents and has highly successful strategies for involving them in their child's learning. She invites them into her home to discuss their child's learning journey record, their assessments and plans for their future development. She asks that parents contribute to their children's learning to support and share information to promote their learning both with her and at their home. For example, the childminder shared a recipe with parents after a successful cooking activity so that they could try the much enjoyed meal at home with their children. The recently implemented programme for observation, assessment and tracking of children, allows parents to access their child's folder and to add their child's comments online.

The contribution of the early years provision to the well-being of children

Children are active learners in this well-planned home and make good choices from the good quality resources to develop their good levels of independence and decision-making skills. They settle in very quickly and easily due to the sensitive and flexible procedures in place. Information gained from parents, such as personal details and children's likes and dislikes, means that their emotional well-being is well supported. Additionally, children form trusting relationships because the childminder follows their individual routines. This means that she maintains an individual approach to their care, as agreed with parents. Children move freely in the home and are confident in self-selecting resources for their play. They explore the home and initiate and extend their own play in the stimulating environment.

The childminder effectively supports young children's development of their self-help and

personal skills as she establishes a strong routine with them. She supports children's growing independence as she supports them in self-care skills such as nose blowing and gently guides them to putting the tissues in the bin. Through her effective behaviour management, children learn about and are beginning to understand the behavioural expectations. For example, they know to listen and to respond positively to the childminder. The childminder is kind, calm and consistent in her approach to managing behaviour. She gives good explanations and uses meaningful praise to support children as they play. The childminder reminds children of the need to share and take turns. The childminder talks to children about keeping safe, for example, by walking and not running in her home to promote their ongoing safety. As a result, children learn about safe practices and are able to play safely as well as taking some responsibility for their own safety while in the home. Children were observed to be both happy and engaged and very sociable as they played well together and shared resources.

Children are learning about a healthy lifestyle as they are provided with well-balanced, nutritious meals and snacks. The childminder ensures that children have good opportunities for fresh air and exercise, which fully promotes a healthy lifestyle for children. For example, children receive daily opportunities to play out in the garden or access further outdoor activities in local parks and other places of interest.

There is a very strong focus on inclusive practice in the childminder's home and every child is welcomed and given equally good levels of support. Children develop a positive awareness of diversity, through a range of related activities and resources. She helps the children create a colourful book of pictures representing a minded child's recent holiday to visit family in India. This promotes their understanding of the country their friend has been visiting. The childminder supports children's understanding of the wider world further by organising cooking activities. They explore meals from around the world that are also nutritious and provide children with the opportunity to try new types of foods. Consequently, children are developing those skills necessary to aid a smooth transition for when they move onto other provisions, for example, pre-school and school.

The effectiveness of the leadership and management of the early years provision

The childminder has a good understanding of her responsibility to meet the welfare and safeguarding requirements of the Statutory framework for the Early Years Foundation Stage. She has a secure knowledge of child protection and of how to keep children safe. She fully understands the importance of quickly accessing help and advice should she become concerned about a child's welfare and she knows how to document concerns accurately and effectively. Comprehensive risk assessments with supporting documentation, combined with all required policies and procedures in place, assist her in ensuring children can play safely in the home.

The childminder understands her responsibilities in meeting the learning and development requirements of the Statutory framework for the Early Years Foundation Stage. Effective systems are in place to monitor each child's progress. The recent implementation of a

computerised tracking programme means that she is able to see at a glance where children are in their development. She then monitors their progress toward the early learning goals. This helps the childminder to plan effectively to progress them equally across all areas of learning.

The childminder's analysis, drive and commitment to improve are strong as she demonstrates a commitment to her own professional development by seeking further training. She has completed a robust evaluation of her practice and has involved parents, children and the early years support worker in this process. She has developed effective links with other childminders and local groups to help her monitor and evaluate her practice. This has enabled her to identify her strengths and weaknesses and put together targeted plans for improvement, for example, enhancing her outdoor area.

The childminder has developed highly beneficial relationships with parents and shares information about the child's day with them. She shares information regarding children's progress, development and activities with parents via the newly computerised and implemented tracking procedures. They can view their child's folder and can add their comment to their child's tracker. Therefore, as parents contribute to their child's learning records, this results in a consistent approach to their children's learning and development. There are effective links in place with other providers who share the care of the children. This ensures that there is continuity of care between settings and supports all children to make continued progress in their learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY459976
Local authority	Bracknell Forest
Inspection number	912213
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 8
Total number of places	5
Number of children on roll	6
Name of provider	
Date of previous inspection	not applicable
Telephone number	

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

